

JAMES HENDRIX ELEMENTARY

1084 Springfield Road
Boiling Springs, South Carolina 29316

GRADES PK-5 Elementary School

ENROLLMENT 798 Students

PRINCIPAL Dawn S. Neely 864-578-1288

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Connie Smith 864-578-0128

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	54	41	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 25 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes

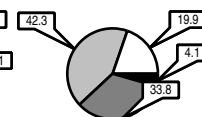
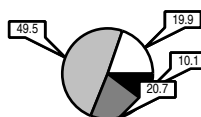
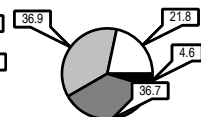
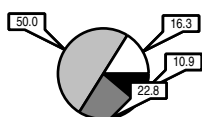
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	407	98.3	21.0	37.3	37.1	4.6	53.7	Yes	Yes
Gender									
Male	228	97.4	25.1	38.9	33.0	3.0	51.7		
Female	179	99.4	15.9	35.4	42.1	6.7	56.1		
Racial/Ethnic Group									
White	233	98.3	16.8	33.2	44.2	5.8	59.1	Yes	Yes
African-American	110	100.0	20.6	45.1	31.4	2.9	51.0	Yes	Yes
Asian/Pacific Islanders	16	100.0	20.0	40.0	33.3	6.7	66.7	I/S	I/S
Hispanic	48	93.8	42.9	38.1	16.7	2.4	28.6	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	355	98.0	17.0	37.7	39.9	5.3	58.8		
Disabled	52	100.0	46.9	34.7	18.4	0.0	20.4	I/S	Yes
Migrant Status									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	400	98.5	19.7	38.0	37.7	4.7	54.6		
English Proficiency									
Limited English Proficient	54	90.7	51.1	33.3	13.3	2.2	28.9	I/S	No
Non-Limited English Proficient	353	99.4	16.8	37.9	40.4	5.0	57.1		
Socio-Economic Status									
Subsidized meals	226	96.9	26.5	37.2	32.7	3.6	47.4	Yes	Yes
Full-pay meals	180	100.0	14.6	37.4	42.1	5.8	60.8		

Mathematics - State Performance Objective = 15.5%									
All Students	407	99.8	16.7	49.9	22.6	10.8	55.0	Yes	Yes
Gender									
Male	228	99.6	16.4	46.9	25.1	11.6	58.5		
Female	179	100.0	17.1	53.7	19.5	9.8	50.6		
Racial/Ethnic Group									
White	233	99.6	12.9	47.1	25.7	14.3	61.4	Yes	Yes
African-American	110	100.0	15.7	60.8	17.6	5.9	49.0	Yes	Yes
Asian/Pacific Islander	16	100.0	13.3	40.0	26.7	20.0	60.0	I/S	I/S
Hispanic	48	100.0	38.6	40.9	18.2	2.3	36.4	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	355	99.7	13.4	50.0	24.8	11.8	59.3		
Disabled	52	100.0	38.8	49.0	8.2	4.1	26.5	I/S	Yes
Migrant Status									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	400	99.8	15.9	50.1	23.0	11.0	55.6		
English Proficiency									
Limited English Proficient	54	100.0	42.9	44.9	10.2	2.0	24.5	I/S	Yes
Non-Limited English Proficient	353	99.7	12.7	50.6	24.5	12.1	59.6		
Socio-Economic Status									
Subsidized meals	226	99.6	23.0	52.5	20.0	4.5	44.0	Yes	Yes
Full-pay meals	180	100.0	9.4	46.8	25.7	18.1	67.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	151	97.4	18.9	34.8	36.4	9.8	46.2
	Grade 4	143	98.6	25.2	45.7	28.3	0.8	29.1
	Grade 5	129	96.9	26.5	53.1	18.6	1.8	20.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	127	96.9	10.6	26.0	52.0	11.4	63.4
	Grade 4	148	98.7	30.3	41.4	26.2	2.1	28.3
	Grade 5	132	99.2	21.4	45.8	32.1	0.8	32.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	151	98.7	11.9	47.0	24.6	16.4	41.0
	Grade 4	143	99.3	19.5	49.2	21.9	9.4	31.3
	Grade 5	129	97.7	10.6	63.7	19.5	6.2	25.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	127	99.2	15.1	57.1	23.8	4.0	27.8
	Grade 4	148	100.0	20.4	45.6	19.7	14.3	34.0
	Grade 5	132	100.0	13.6	50.8	22.0	13.6	35.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 798)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.4%	Up from 0.1%	2.8%	2.7%
Attendance rate	96.1%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%		5.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%		4.0%	3.5%
Eligible for gifted and talented	12.6%	Up from 8.6%	13.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Down from 7.3%	9.6%	8.2%
Older than usual for grade	1.3%	Up from 0.4%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	68.0%	Down from 68.8%	50.0%	51.4%
Continuing contract teachers	82.0%	Down from 91.7%	89.1%	87.5%
Highly qualified teachers**	93.2%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.8%	Down from 94.5%	86.8%	86.7%
Teacher attendance rate	92.9%	Down from 94.9%	94.8%	94.9%
Average teacher salary	\$45,625	Down 0.9%	\$40,360	\$40,760
Prof. development days/teacher	11.7 days	Up from 9.2 days	12.6 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	No change	19.1 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 89.2%	89.8%	90.0%
Dollars spent per pupil*	\$5,700	Up 1.3%	\$5,830	\$6,044
Percent of expenditures for teacher salaries*	66.7%	Down from 67.5%	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	95.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hendrix Elementary School's motto is, "Our Accent Is On Excellence." In order to achieve this goal, faculty, staff, parents, children, and our community work together to always do what is best for children.

Our theme this year has been, "Oh The Places You Will Go!" We have used this idea to focus our writing and reading across the curriculum. Our hallways and classrooms have been adorned with evidence of this initiative through art work, handicrafts and essays written by the students, parents and teachers. The culminating event was our 2nd annual multi-cultural fair art show and musical which provided the opportunity to highlight the many ethnicities that are unique to Hendrix Elementary. The students' artistry through the mediums of painting and drawing, weaving, pottery and mask-making decorated our walls while representing the eighteen different ethnic groups in our school. The musical production featured dance, costumes and music from around the world!

"Family Nights" were planned this year to provide an insight for parents into lessons in math and reading that their children experience during school. A free hotdog supper prior to the event allowed for a wonderful time of fellowship among our parents and staff. We enjoyed great success with our new reading program, the 100 Book Challenge. Within our K5, 1st, 2nd, and 3rd grade readers, well over 400 students read more than 100 books. We are very proud of our students and grateful to their parents for all they did to help their children read!

We focused our efforts on a number of character building projects for our students this year. "Pals for Pets" is one in which the students donated food, pet shampoo and beds for animals at the shelter. The "Winter Warmth Project" provided canned goods for families in need at Christmas. We are proud to announce that our students raised more than \$1,300.00 for "Pennies for Patients" to reach out to children with leukemia. These projects, along with our partnership with the Kiwanis Club and the "Terrific Kids" program and weekly lessons in responsibility, honesty, dependability and other admirable traits allowed our students the opportunities to realize the truth in the statement, "It is more blessed to give than to receive."

Each nine weeks, we had a "Quality Cats" celebration where students were recognized and rewarded for achievement in reading, work ethic and attendance. Parents and family were invited to watch as their children were rewarded for being good readers through the Accelerated Reader program. We are so thrilled that our students continue to develop a love for reading.

The 2003-2004 school year proved to be a successful educational journey. We look forward to a new school year and the many experiences and lessons we all will learn. Our vision remains the same—to provide student centered learning in a safe and caring environment with success for all.

Dawn S. Neely, Principal, Hendrix Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	123	71
Percent satisfied with learning environment	92.9%	88.6%	85.9%
Percent satisfied with social and physical environment	95.2%	89.2%	84.3%
Percent satisfied with home-school relations	88.4%	95.0%	67.1%

*Only students at the highest elementary school grade level at this school and their parents were included.